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ABSTRACT

The guidelines provided in this document assist local education agencies in managing the preschool programs authorized and funded by the State of California. Preschool philosophy and goals, administration at the State level, eligibility requirements for program participation, administration at the local agency level, preschool program standards, required fiscal procedures and standards for buildings, grounds and equipment are indicated. Appendices include Income Ceilings for Admission to State Preschool Programs; Application for Enrollment in State Preschool Programs; Regulations of the Commission for Teacher Preparation and Licensing; State Preschool Attendance; Monthly Report of State Preschool; and Request for Cash Advance on Approved Project. (Author/RH)

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state preschool guidelines

Prepared by the
Division of Child Development and Nutrition Services
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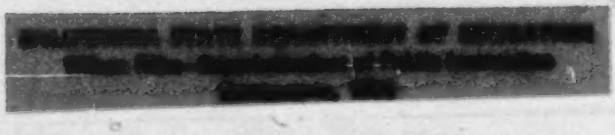

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Preface

These guidelines are intended to assist agencies in managing state preschool programs. The State Department of Education has established these policies and procedures to promote statewide consistency and quality of services for all eligible children.

The state preschool program was established in 1965 when the California Legislature passed Assembly Bill 1331, Chapter 1248. The legislation authorized a statewide system of preschool programs designed to provide equal educational opportunity for children of low-income or disadvantaged families, giving special priority to children whose English language skills were limited. The state contribution of 25 percent was matched with 75 percent federal funding from Title IV-A of the Social Security Act. Limitations on federal funds imposed by Congress in 1972 precluded the use of these funds for a part-day educational program. Also in 1972, California's Child Development Act (AB 99, Chapter 670) was enacted. This act authorized various child development programs, including part-day educational programs for prekindergarten age children (for example, the state preschool program). Subsequent state legislation (AB 451, Chapter 1005) authorized the continuation of the state preschool program and provided funding entirely from the state General Fund. Chapter 1466, Statutes of 1976, clarifies further the services provided for prekindergarten age children and their families in the state preschool program.

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Preschool Philosophy and Goals

A child's lifelong attitude toward learning can be enhanced by positive early experiences appropriate to his or her development. While all children benefit from early group experiences to the extent that individual differences are considered and provisions are made to meet each child's needs and capabilities, preschool programs can be particularly helpful to children whose homes may lack certain social, economic, and environmental advantages.

The family has the most influence on a child's learning potential. A parent's increased understanding and skills can help enrich and reinforce the total growth of each child. Therefore, parent education and parent involvement are an integral part of a preschool program. In addition, other critical factors influence a child's growth and ability to learn. Good health, sufficient nutrition, and an adequate living environment contribute to a child's ability to reach his or her full potential. Preschool programs have a unique opportunity to assist families in attaining these basic needs.

One of the goals of the preschool program is to enhance the total growth of each child enrolled in the program by doing the following:

1. Develop each child's sense of self-worth.
2. Provide a wide range of experiences which form a basis for future learning in all areas of the curriculum: language, mathematics, science, music, and art.
3. Encourage the child's natural curiosity about the world.
4. Develop each child's communication skills.
5. Provide opportunity for physical development and healthful living.
6. Help each child learn how to handle his or her own emotions and consider the feelings of others.
7. Develop problem-solving skills.
8. Help each child develop a sense of trust in both peers and adults of all representative spectrums of society.
9. Encourage thinking skills and creativity.

Another goal of the program is to expand the parents' understanding and knowledge by offering opportunities such as:

1. Learning more about child growth and development, including:
   a. Understanding the physical potentialities and limitations of children.
   b. Understanding the prevention of mental and emotional illness.
2. Being included as an integral part of and an equal partner in their children's educational process so that they can:
   a. Acquire an understanding of the rationale and procedures of the preschool program.
   b. Gain skills for effective participation in the classroom and reinforcement of the child's learning at home.
   c. Communicate their own feelings and ideas.
3. Increasing their self-confidence so that they:
   a. Better understand themselves and the importance of the roles they assume.
   b. Learn about and compare child rearing practices in various settings and cultures.
   c. Continue their own education and self-development.

4. Developing similar programs on a local level to:
   a. Provide models for the development of preschools and child care centers at the local level.
   b. Train and use volunteer personnel of all age groups and from all segments of the population.
   c. Develop effective articulation of the preschool program with other educational agencies.

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State Administration

The Superintendent of Public Instruction has responsibility for approving and administering child development programs, including the state preschool program. This responsibility is carried out through the Office of Child Development, Division of Child Development and Nutrition Services, and the Elementary Education Division. The Office of Program Evaluation and Research provides direction and assistance for the evaluation component.

Legal Authority

The state preschool program is authorized by Division 1, Part 6, Chapter 2, commencing with Section 8200 of the Education Code. These guidelines have been developed pursuant to sections 8248 and 8253 of the Education Code, which state "the Superintendent of Public Instruction shall adopt rules and regulations which shall include standards for determining eligibility and priority of service," and "the State Board of Education shall prescribe minimum educational standards for child development programs under this chapter, and it shall be the responsibility of the Department of Education to see that such standards are complied with in all programs established." Agencies may develop for their own use written policies and program statements which shall not conflict with these guidelines or other legal requirements.

Waiver Procedure

When necessary, school districts and agencies operating a state preschool program may apply to the State Department of Education for a waiver of the preschool guidelines. The district or agency shall specify the particular conditions which necessitate the waiver and shall describe how the lack of such a waiver would prevent the implementation of the preschool program.

Eligible Agencies

State preschool programs may be operated by public or private agencies. Agencies may act as applicant agencies or as delegate agencies, but not both. Eligible public agencies include school districts, offices of county superintendents of schools, community college districts, state colleges, and state universities. Private agencies, both profit and nonprofit, must submit evidence of incorporation under the laws of the state before an application can be considered. The state assumes no responsibility for assisting nonprofit corporations in securing tax-exempt status.

Funding Sources

Many agencies receive funds from several sources so that they can provide a comprehensive preschool program. The agencies should coordinate the planning, operation, and evaluation of preschool programs, regardless of funding sources. Whether an agency is using funding from one or several sources, equal services should be provided for all children. Agencies may choose to maintain separate preschool classes according to funding source or to mix children whose education is supported from several funding sources if the latter results in a greater economy of funds and resources. However, careful cost accounting methods must be used for reimbursement and audit purposes. Enrollment lists and attendance records shall identify children designated for each funding source.

The use of state preschool program funds must be given recognition in the program title and in any information disseminated about the program.

ESEA, Title I, and State Compensatory Education Programs

ESEA, Title I, and state compensatory education funding is available only to school districts or cooperatives of two or more districts serving children living within designated target school attendance areas. Legislation encourages the use of Title I or state compensatory education funds for a preschool program which is part of a comprehensive school plan.

Head Start Projects

Head start projects, funded by the Office of Child Development, U.S. Department of Health, Education, and Welfare (HEW), are administered in most counties by community action agencies (CAA), with funding administered through Region IX of the Administration for Children, Youth, and Families.

Parent Participation Nursery School Programs

Parent participation nursery school programs are operated privately or in a school district parent education program under adult education and are funded by public monies based on average daily attendance and by parent fees.

Child Development Programs

Child development programs authorized by the Child Development Act of 1972 include the California Migrant Child Care/Preschool and Infant Group Care programs, children's centers, and other programs providing full-day child care for working parents who qualify under state and federal regulations.

Application Process

Applications for a state preschool program, a preschool component of either a Title I (ESEA) program, or an educationally disadvantaged youth program are included in the application packets sent annually to school districts in the consolidated application process. School districts using the consolidated application shall follow regulations in the California Administrative Code, Title 5, Division 5, Chapter 1 and/or other related federal and state instructions.

Renewal application materials for the state preschool program are also sent automatically each year to all nonschool district applicant agencies. Directions for preparing a complete and approvable application are included as part of the application packet.

Agencies seeking state preschool funding for the first time may inquire about the availability of funds by writing to the Office of Child Development, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

Nondiscrimination Requirements

All preschool educational programs established in accordance with these guidelines shall be available to any child who is otherwise eligible, without regard to race, religion, or ethnic background. In accordance with Education Code Section 54401, no educational program shall be organized to sanction, perpetuate, or promote racial or ethnic segregation. Preschools should be placed in areas where they are most needed, and every effort should be made to achieve a varied ethnic composition in the classes. When alternative sites are available for conducting a preschool educational program, priority shall be given to the site which minimizes segregation and facilitates integration.

Nonsectarian Requirement

No preschool educational program may include religious worship or instruction, nor may any funds be used for the general support of any private or church-related school system.

2 Enrollment

Children are eligible for the state preschool program if their families have incomes at or below the ceilings (Appendix A) and are within the age range of 3.9 and 4.9 as of September 1 of the program year.

More children may meet the age and income eligibility requirements than can be served by the program. In determining which children shall have preference for participation, the following priority factors shall be used:

1. Children whose families meet the lowest income standards
2. Children whose language is limited or non-English
3. Children who have been identified as being handicapped and whose Individualized Education Plan (IEP) identifies a regular preschool program as being the most appropriate placement
4. Children whose families have special circumstances which may diminish their opportunity for maximum growth and development

An example of an application form that can be used to enroll children in a state preschool program is given in Appendix B.

A program director or designate must certify that evidence has been reviewed which supports the income and age claims made during registration. The evidence would include such items as paycheck stubs and birth and baptismal certificates. After the child has been enrolled, he or she may continue in the program until the end of the current program year. Waiting lists should be kept to ensure full enrollment.

If total enrollment cannot be filled with children who meet the above requirements, the agency may enroll ten percent of the children as exceptions to the requirements without submitting a waiver request. The exceptions will fall into the following categories:

- Age 3.9 to 4.9, but not to exceed 15 percent above income ceilings
- Age 3.0 to 3.9 and within income ceilings
- Over age 4.9 and within income ceilings
- Age 3.0 to 3.9 or over age 4.9 and not to exceed 15 percent above income ceilings

The agency must maintain on file justification for the exceptions which document the following:

- Child's age
- Family income
- Child's need for the program

The agency must also provide assurances that:

- No other income eligible children between the ages of 3.9 and 4.9 are available for enrollment.
- A diligent search has been made for children within the eligibility criteria.
- The family income is not 15 percent more than the income ceiling.

The children enrolled as exceptions should be proportionally distributed among all of the classes within the agency's jurisdiction.

3 Agency Administration

An agency making application for a preschool educational program shall delineate the organizational and administrative structure in which the program will be carried out. One person within an agency shall be responsible for the program, with delegation of responsibility to other personnel as necessary. Realistic time allotments should be made so that it is possible for personnel to carry out their duties. Salaries and time assignment should be in accordance with district or agency practice and competitive with those offered by other local public or private agencies for employees with similar training, experience, and responsibility.

Program Length

All preschool classes within an agency's jurisdiction must operate the same number of calendar days in the year and must maintain the same number of hours in daily sessions.

A preschool educational program shall provide daily sessions of three or three and one-half hours per day, including time allowed for rest and nutrition. Home to school transportation shall not be considered class time. No child shall participate in more than one class session per day. Programs shall operate five days per week, Monday through Friday. Optional activities, such as field trips, may occur on weekends or holidays, as well as during the week. Children may be enrolled for five days or less per week, based on local needs. The funding level will be reduced in proportion to any reduction in the number of service days or number of children served.

Programs must operate *between 120 and 180 days during a program year.* Programs in school districts must follow the attendance calendar of the local school districts. The state preschool program does not include summer sessions. The operating length of program days for commingled programs may be negotiated. School districts operating year-round schools shall negotiate a program year with the Department of Education.

Class Size

The agency shall plan class size according to the specific needs of the student population, the number of assistants or volunteers obtainable, space available, and other factors. Teacher-child and adult-child ratio requirements must be met. Class size shall be planned for no less than 15 or no more than 20 children.

Ratio of Adults to Children

The ratio of one adult for each five children must be maintained. Parents should be expected to assist in the classroom; community volunteers may be used; neighborhood youth corps workers, even though paid through another program, may be used. It is recommended that student helpers be used whenever possible. All volunteers shall serve under the direction of the teacher and/or other staff in charge.

For these guidelines an adult is defined as a person fifteen years of age or older. Children under fifteen years of age are encouraged to participate in the program as "cross-age tutors"; however, they are not counted as part of the adult-child ratio.

The involvement of paid instruction staff should not supplant the involvement of parents or volunteers. One parent or volunteer for each class of 15 children or two parents or volunteers for each class of 20 children are required as part of the adult-child ratio.

Personnel and Staffing

The preschool program shall provide for adequate personnel and related staff support services which permit the attainment of the program's objective. Staff members shall meet the requirements established by the Commission on Teacher Preparation and Licensing. Every effort shall be made to recruit personnel who are competent in all phases of preschool education, including parent education. Specialized staff may be employed under contract or for part-time assignments in order to meet the needs of the program.

Teachers

A preschool program shall provide one teacher for each 15 to 20 children enrolled. Teachers shall hold credentials or permits issued by the Commission for Teacher Preparation and Licensing (Appendix J). Persons who directly supervise more than one teacher should have a child development supervisor's permit or equivalent administrative qualifications.

The staff should reflect the ethnic composition of the community, and the composition of the total staff should have ethnic and racial diversity. Children

should have opportunities for rewarding relationships with other children and adults who represent our multicultural and multiracial society.

Classroom Assistants

Classroom assistants may be employed to the extent that they are essential to the program. If sufficient competent volunteers and parent participants cannot be recruited, one classroom assistant may be budgeted for each class.

Parent Education Teachers

Personnel employed as supervisors or teachers in the preschool program may not possess the training and experience that will permit them to conduct an effective parent education component. In this case an agency may employ qualified preschool parent education instructors who will work with the preschool teachers in providing a comprehensive parent education program. These instructors should hold a standard designated subjects teaching credential in adult classes to teach the subject of preschool parent education and have a knowledge of and respect for the cultures represented by the families enrolled.

Employment Practices

The agency responsible for the administration and/or the operation of a preschool program shall not discriminate against any employee or applicant for employment because of race, color, religion, ancestry, sex, age, or national origin or physical handicap.

Affirmative action shall be taken to adopt and implement plans for balancing the numbers of men and women of minority, racial, and ethnic backgrounds at all levels of responsibility.

Employment Priorities

In keeping with the philosophy of providing new careers for the economically disadvantaged, operating agencies shall give priority to employing low-income or welfare recipients. Parents who show an aptitude should be hired as assistants to the extent that their employment is feasible. Such persons should be encouraged to extend their educational preparation. A plan for continuing education for interested employees should be worked out in cooperation with the local institutions. Information should be given to these employees about supplements to family allowances to compensate for cost of child care, transportation, tuition, and so forth, which are available in some counties to low-income or welfare recipients who embark on an approved training or education program.

Transportation

Program sites should be located in the areas where children live in order to minimize transportation cost whenever possible. Transportation service can be provided for field trips. The agency's needs assessment should support the need to budget for transportation. Integration of preschool transportation schedules and routes with regular commuter service offered to elementary school pupils is strongly recommended. Education Code sections 39800 and 82300 state that "a governing board may allow the transportation in school buses owned or operated by the district of preschool or nursery school pupils. No state reimbursement may be received by a district for the transportation of such pupils." When private transportation agencies must be used, at least two bids shall be secured before a contract with the agency is made. These bids shall be kept on file for audit purposes.

4 Program Description

The program shall be designed to create an atmosphere which will ensure each child's continued success and interest in learning. In program planning, agencies shall conduct a needs assessment, establish goals, develop measurable objectives, and plan activities which will meet the individual needs of the children. The program shall take into account the ages of the children in the program, the levels of their development, and the ways in which young children learn. A schedule of daily activities should be posted. The educational program shall include, but not be limited to, the following elements:

1. Planned experiences balanced with spontaneous self-directed play in all areas of the curriculum, such as language, mathematics, science, music, and arts
2. Emphasis on language development, including opportunities for verbal communication and the effective use of language in all experiences
3. Perceptual training to develop discrimination abilities in visual, auditory, and other sensory modes
4. Cognitive development opportunities leading to concept formation abilities and problem-solving skills
5. Opportunities for creative exploration, self-expression, and aesthetic appreciation (art, music, dance, drama)
6. Gross and fine motor activities
7. Opportunities for body coordination, balancing, and body movement to enhance physical development
8. Health, nutrition, and safety education
9. Individual activities balanced with interaction with other children and adults in various sized groups which will provide opportunities for emotional growth and social development

Assessment of Child

The purpose of the preschool program is to aid in the overall development of the child. The value of the program can be measured by an evaluation of what has happened to the individual children as a consequence of the program.

Good practice requires that evaluation of a child's development be a daily activity. A variety of means is available to members of the instructional staff to increase the systematic observation of children's behavior and develop cumulative progress records. Regular staff conferences should be used to share observations of individual child behavior and discuss rating scales, checklists, and other devices for systematically recording growth and development.

In order to guarantee that each child will have an individualized program to permit him or her to develop to his or her maximum potential, performance objectives must allow for flexibility in defining such terms as *competency* and *success* in relation to expectancies. Objectives should reflect the reality that children do differ considerably in their relative abilities, potential, competencies, and expectancies.

Parent-Community Involvement

The program shall provide for parent participation in a variety of ways, such as serving on a parent advisory committee, involvement in the classroom, attending parent group discussions and social functions, and enrolling in parent workshops.

Parent Advisory Committees

Each preschool program is required to develop and to maintain a parent advisory committee, both for the agency's or districts's preschool program as a whole, and for each preschool site. Fifty-one percent of the members of the parent advisory committees must be parents of children currently enrolled in the state preschool program. The chairperson should preferably be a parent. The committees may include representation by teachers, aides, support personnel, and administrators; community service agencies; and the community. The agency or district may choose to use an existing committee that includes adequate representation of parents and teachers of preschool children. All of the parent advisory committees shall be involved in advising the agency or district in the planning, development, operation, and evaluation of the program. Parent advisory committees should meet regularly, at least eight times a year.

The California Education Code makes no provision for a district governing board (or private agency) to delegate its responsibility for the selection and assignment of personnel to a parent advisory committee. It is possible, however, for school or agency

boards to ask parent advisory committees to (1) help develop criteria for personnel selection; (2) sit on screening committees; or (3) advise on the selection of staff members.

Parent Education

Regular parent education meetings should be held at least eight times a year and be planned cooperatively with parents. Meetings should (1) cover topics of interest to the parents; (2) include items related to the preschool program goals, with particular attention to health and nutrition; and (3) be designed to give parents skills in assisting in the classroom.

Parents in the Classroom

Evaluation studies of preschool programs have indicated that children whose parents become involved in their education make greater measurable gains. Therefore, parents will be expected to participate regularly in the classroom and to attend parent meetings. Where children are transported to the preschool center, transportation service should also be extended to the parent, when feasible. Cooperative arrangements for care of infants and other children in the family and organized car pools will facilitate parent involvement and participation. When parents come to the preschool center, their participation should range from simple observation to assigned tasks, depending on the needs and skills of the individual parent. Parents who participate in the classroom regularly must have the same tuberculosis clearance as the teachers. Parents should be given every opportunity to contribute in other ways, such as helping in the preparation of curriculum materials at home, or assisting with field trips if they are unable to participate regularly in the classroom.

Family Excursions and Social Events

The planning and scheduling of family excursions and social events are encouraged. An occasional get-together which involves no formal "education" program, but which offers socializing and enrichment experiences, helps to establish a rapport with parents.

English as a Second Language and Citizenship Education

Where groups of non-English-speaking and new immigrant families are served, every effort should be made to arrange through the local adult education program for English and citizenship classes to be scheduled at the preschool center or at the neighborhood school or center near the places of residence of the families. Funds for this specialized type of adult education may not be budgeted from the sources which support the preschool education project. However, information about requesting and establishing such classes through the local high school districts, unified school districts, and/or community college districts may be obtained from the Adult and Community Education Programs, State Department of Education.

Special Interest Activities

Parents may identify mutual special interests aside from the matters of child-rearing and education. Whenever possible, staff members should encourage and even assist in planning classes according to the expressed needs of the group, such as sewing, cooking, or consumer education. Such classes may be organized under the existing adult education agency in the community. If these classes are not available under adult education or other community agencies, they must be financed through voluntary contributions or fund-raising activities. However, no parent shall be required to participate in or contribute to these activities.

The Home Visit

An important purpose of the home visit is to include parents in the shared responsibility of the education of their children. By sharing with parents the goals and progress of the school as well as the individual progress of their children, parents are more likely to realize their essential role in the preschool program.

Preschool education teachers and other appropriate members of the instructional staff are expected to make regularly scheduled home visits. These visits provide staff with the opportunity to (1) communicate with the parent about the child's progress; (2) demonstrate certain activities that reinforce the child's learning experiences; and (3) learn more about the child and his or her home environment. Additional home visits are recommended when the child has been absent for an extended time due to illness or other factors.

Coordination of Effort

Regardless of the source of funds, the staff of the operating agency will be working primarily with low-income and disadvantaged families. Consideration is required in coordinating the efforts of all agencies that offer help to such families. Representatives of the education agency, the welfare agency, the health agency, and any other agency which regularly offers services to a family should plan together.

Health and Auxiliary Services

Preschool programs shall have a health plan which is designed to help the children and families to achieve and maintain optimal health. Health education for staff, parents, and children should be an integral part of the plan.

Examinations

Each child shall have a complete medical examination within a reasonable time span prior to or after enrollment. Local medical advisers should be consulted to determine a reasonable time limit. The physical examination should include a statement from the physician that the child is physically and emotionally ready for the preschool program and identify any special health problems or handicaps which will require special attention or limit the child's activities.

Immunizations

Only children who have been immunized against diphtheria, whooping cough, poliomyelitis, tetanus, and measles shall be admitted, with the exception of those children whose parents or guardians file a letter with the governing board of the district or agency that a medical examination or immunizations are contrary to their religious beliefs.

Staff

A specific staff member should be responsible for the program's health plan. This staff member should keep health records up to date, help parents keep appointments for medical and dental examinations and/or follow-up treatments, and help with transportation arrangements for parent and child when necessary. The person responsible for the health plan may be a health aide or pediatric nurse associate, if under the supervision of a licensed public health or school nurse or nurse practitioner.

First Aid

Arrangements should be made to coordinate with local health resource agencies' clinics for immunizations and for vision and hearing screening whenever possible.

One or more members of the staff shall be designated as having primary responsibility for ensuring that children receive needed first aid or emergency medical services. A first aid kit shall be maintained and kept readily available in a specific location inaccessible to the children.

Tuberculosis Clearance Requirement

Both paid and volunteer personnel, including participating parents working in the classrooms, shall have either a chest X-ray or a tuberculin test of intermediate strength which is verified as negative. Documents verifying freedom from tuberculosis shall be current, and records shall be accessible for review by state personnel. When a tuberculin test result is positive, it should be followed immediately by a chest X-ray. Persons with positive tuberculin and X-ray results shall be excluded from the classroom until they have been referred and, if necessary, treated and cured. (See Education Code Section 49406.)

Daily Screening Requirement

Each administrator must provide for the daily examination of each child for indication of illness. Teachers, when trained by the public or school health nurse assigned to supervise the preschool health program, may do the daily screening and refer children with symptoms of illness to the program nurse. The staff, parents, or other volunteers should be trained to be alert to signs of a child's physical or emotional distress which may indicate illness or need for special attention. Provisions must be made for the emergency isolation of ill children, for notifying parents when a child is to be excluded from school because of illness, and for delivering children to their homes or to a hospital in cases of emergency.

Restrictions on the Use of Funds

Money should be budgeted for immunizations only for children who do not qualify for public medical services. State preschool funds should be expended only after the applicant agency determines that families are not eligible for publically funded health care (Medi-Cal and CHDP)* or other subsidized health services and that the examinations and immunizations can not be obtained from the county health department or other sources. Speech therapy for preschool children may be provided through school districts or offices of county superintendents of schools with partial state reimbursement.

Nutrition

All operating agencies are required to include nutrition in their preschool programs. Within the limitations imposed by the availability of funds, breakfasts, midsession snacks, and/or lunches may be served. Local regulations regarding food handling and preparation must be met by operating agencies.

Mealtimes are learning experiences in addition to providing nutrition. Instructional staff members should sit with the children at meals or snacks. This is an opportunity to (1) provide language experience; (2) build concepts in science and mathematics; (3) broaden taste, smell, and visual awareness; and (4) provide social and behavioral training.

*Child Health and Disability Prevention Program

All operating agencies are required to apply for the child care food program nutrition funds, surplus commodities, and nonfood assistance from the Child Nutrition Services Bureau, State Department of Education. An outline of food support programs for preschools is available from that bureau on request.

When projects are operated by school districts which offer a hot lunch program to students, meals served to preschool program children may be contracted with the district food service department if appropriate adjustments are made for young children. Menu items shall be appropriate in texture and food selection for preschool children.

All operating agencies should apply for and use surplus foods available from the Surplus Property Commodities Unit, State Department of Education. Programs may budget only for those nutrition costs which are in excess of other special food reimbursements.

Social Services

Social services are intended to help families reach their highest potential. Services may include (1) counseling; (2) assistance in securing the necessary medical and dental services; and (3) making maximum use of community resources.

Records must be kept confidential. The use or disclosure of all information about the child and his or her family shall be restricted to purposes directly connected with the administration of the program.

Multicultural Education

An agency shall provide multicultural activities appropriate to the needs of each class, including staff development activities. Special emphasis and materials shall be provided to meet the needs of children from families in which English is not the language primarily used in the home.

Staff Development

Teaching and supervisory personnel, paid assistants, parents, and community volunteers shall be required to take part in a program of in-service training. In-service training may be accomplished in a variety of ways. Community colleges and adult schools are institutions which may offer such training in addition to that provided by the agency.

In designing a staff development program, the agency should consider the needs, duties, prior training, and education of all staff members, including parents and volunteers. Separate preservice training programs should be developed for inexperienced staff or volunteers, separate from those planned for experienced staff members. In-service training programs should emphasize the mutual and complementary roles of all staff in the education of the child. Specially designed joint-training sessions should be provided for teachers and aides.

Every effort should be made to coordinate efforts in staff development with other community agencies, professional organizations, or other child development programs which may offer opportunity for cooperative in-service training efforts within a geographic area.

Program Evaluation

The Office of Program Evaluation and Research of the State Department of Education is primarily responsible for program evaluation. The design and instructions for the annual report on preschool programs will be provided by that office.

Annual Report

Each program agency is obligated to file, annually, not later than July 31, an evaluation report on the prior year's program. Programs operating under the consolidated application will complete the appropriate forms which are to be returned by the school site where the program is located. The evaluation forms ensure the consistency of scope and content of this annual evaluation. Conclusions concerning program results for all program components should be supported by documented evidence: for example, the number of health referrals, treatments, and cures; the number of parents who participated and attended parent education meetings; the number of meetings that were held, topics covered, and a summary of the parents' evaluation of the meetings. The report is to be submitted to the Office of Program Evaluation and Research, 721 Capitol Mall, Sacramento, CA 95814.

Articulation

The preschool staff should establish good communications with the schools which will be receiving the program children in their classes and with other resource agencies in the community. The preschool program for children and parents is a part of the total education effort of the community. As such, it is important for the preschool staff to be aware of ways in which their program meshes with kindergarten and primary grades. Equally important is the need to promote more understanding of the goals, objectives, and activities of the preschool program throughout the community.

Health history and certain helpful educational records should be forwarded to receiving schools whenever possible. All records should be screened and forwarded with the informed consent of the parents.

5 Fiscal Procedures

Each agency will maintain enrollment records for each child, keep records of attendance, maintain an up-to-date inventory of equipment, install an accounting system for collecting information or receipts and expenditures, prepare and submit monthly fiscal reports to the Department of Education and maintain certain items for audit purposes.

Enrollment Records

The agency should retain in its files, as a primary source document for audit purposes, one copy of the official enrollment application form which contains certification data for each child enrolled during the program year. Cooperation with the local county welfare office is encouraged for recruiting eligible children into the program.

Attendance Accounting

For state preschool programs, monthly reports to the State Department of Education shall provide information on the enrollment and attendance of all children in the program. Children enrolled in the state preschool program should be clearly identified. Their attendance records should be kept separate from those of children who are enrolled through other preschool funding, even though the children may be in the same classroom.

Each agency shall maintain an attendance register for each class as a primary source document for audit purposes. A code for marking presence, excused absence, and unexcused absence shall be used consistently throughout each program. The attendance document shall contain the teacher's original signature and a statement of verification by the teacher. (See example register, Appendix D.)

A daily contact with parents by phone or at home is required to ascertain the reasons for all absences. Such contacts must be made by the child's teacher, teacher assistant, or other assigned staff member. The reason for the absence shall be noted, signed by the contact person, and kept on file. A child is in attendance when he or she is present in the program for any part of a day, or shall be considered EXCUSED and reimbursement claimed when absent because of the following:

1. Illness of the child
2. Illness of the parent
3. Quarantine
4. Family emergency requiring the parent, and therefore the child, to travel away from home
5. Time spent away from home with a parent or other relative, as required by a court of law, or that is in the clear interests of the child

All of the above items are limited to 15 consecutive class days.

When an excused absence exceeds the above limitations, the child shall be dropped from the program and replaced with a child on the waiting list; the child dropped from the program may be reinstated when an opening occurs. Documents used to verify excused absence (statements signed by either a staff member, a parent, or a doctor) shall be maintained by the agency for audit purposes. Absence for reasons other than the above or any absence not verified shall be considered UNEXCUSED.

A child should be dropped from the program for persistent absences. The decision to drop a child should be reached only after a meeting of the child's teacher, other appropriate staff, and the parent.

Equipment Inventory

An inventory of equipment shall be maintained and kept up to date in the program office and made available to auditors.

All furniture and major equipment shall be labeled with date of purchase and program funding source. Site (county) locator codes may be added to help trace stolen equipment. Ownership and title to equipment purchased with preschool funds is retained by the state preschool program in all instances, unless specifically waived by the California Department of Education. When a program disbands, the state preschool equipment may pass to another agency receiving state preschool program operation responsibility. A manual on equipment control may be requested from the Department of Education.

Accounting System

Each applicant agency must maintain an accounting system which can be used to collect, store, and

communicate information about receipts and expenditures, and which can be audited. Accounting records shall provide for the separation of funds when more than one source of funds is used.

All records of income and expenditures shall be maintained in accordance with budget categories of the *California School Accounting Manual*, California State Department of Education.

When accounting services require additional personnel, costs shall be allowed if they are incurred specifically for the preschool program.

Cost Reimbursement

Reimbursement may not exceed actual expenditures or the amount of the program allocation, whichever is less. The approved program allocation will be the maximum amount which may be paid to the agency for operating the preschool classes. When average daily attendance, including excused absences accumulated from month to month, falls below 93 percent of the required enrollment, reimbursement will be proportionately computed to reflect the lower level of attendance, not to exceed average daily enrollment. Programs should be designed to serve the number of children who can be recruited readily in the designated area. Programs should maintain reasonable waiting lists so that class vacancies may be readily filled. A child who has been certified as eligible for a program other than the state preschool shall not have his or her funding source changed to state preschool funding within the program year if such action results in double funding.

To compensate for customary absences, overenrollment of one or two children per class may assist in attaining or maintaining maximum attendance. However, reimbursement may never exceed the approved project allocation. Adult-child ratio requirements of one to five shall always prevail.

Reimbursements will not be allowed for the general support of any private or sectarian school system, nor for the purchase of sites or buildings. Agencies usually have an administrative staff already employed; therefore, no separate category for budgeting administrative cost is allowed. The program, however, is expected to provide for supervision of the instructional program with adequate personnel and related staff services to facilitate attainment of the program objectives. Costs for these items are allowed. Indirect costs allocation plans and percentages are not applicable. Therefore, all state preschool costs shall be requested, expended, and accounted for as direct costs for both public and private agencies.

All staff members and representatives of the parent advisory committee should participate in the preparation of the budget.

Budget Amendments and Revisions

The program must be operated as described in the approved application. The transfer of funds among major budget categories need not be approved by the State Department of Education unless the transfer of funds involves capital outlay expenditures of $300 or more. *Changes in the number of children served or length of session, major changes in program, or capital outlay expenditures must be approved in advance.*

Fiscal Reports

A monthly report for California state preschool programs shall be submitted by the fifteenth of the succeeding month (Appendix E). An annual report form is used for the year-end summary and is prepared after the last month of operation. A claim for reimbursement form must be submitted by September 1 as a final claim to close the preceding year's preschool program account. The State Department of Education will provide applicant agencies with reporting forms.

Cash Advances

An initial cash advance of 20 percent of the approved budget amount may be requested by the agency after the agency's receipt of a funding letter (Appendix F). Also, monthly cash advances of 10 percent of the total funding level may be requested with submissions of the monthly expenditures reports. These cash advances will be withheld if the preceding year's summary report, expenditure report, final claim, and audit reports have not been received by October 1.

Audits of Records

Each applicant agency shall maintain adequate records for audit purposes.

For school districts, regular district audits are acceptable if all recommended audit items are reviewed. Applicant agencies which are not school districts should budget a reasonable sum to cover the cost of the required fiscal audit by a private firm. The audit shall be made by a certified public accountant or a public accountant licensed by the State Board of Accountancy and shall conform to the most recent issue of *Instructions to Auditors of Child Development Programs Operated by Private and Private Nonprofit and Public Agencies* prepared by the California State Department of Education.

6 Standards for Buildings, Grounds, and Equipment

The State Department of Education has responsibility for determining the adequacy of buildings, grounds, and equipment for preschool programs funded through the Department (ESEA, Title I, Educationally Disadvantaged Youth, and State Preschool). New programs shall not commence operation, and operating programs shall not change their locations until the applicant agency has obtained health and fire safety clearances and has given assurance of the adequacy of the facilities to the State Department of Education.

General Requirements

Physical facilities shall comply with all applicable state and local statutes, regulations and ordinances, and standards prescribed in these guidelines. The facilities shall be adapted to the needs of preschool children in the program and be maintained in good state of repair to ensure the maximum health and safety and mental and physical development of the children. An acceptable level of cleanliness shall be maintained for the buildings, playground, equipment, and storage. Rooms shall be cleaned daily.

The following are some general requirements for physical facilities:

1. Stairways, inclines, ramps, and open porches shall have handrailings and shall be well lighted.
2. Outdoor and indoor passageways and stairways shall be kept free of obstruction.
3. No surface accessible to the children shall be painted with paints containing lead.
4. Adequate provision shall be made for the safety and guidance of handicapped children when they are part of the enrollment.
5. A sufficient quantity and variety of equipment and materials suitable for playing and eating (and resting, if applicable) shall be provided.
6. The equipment shall be kept in good condition and free of sharp, loose, or pointed parts.
7. For a child who becomes ill, provision shall be made for isolating and caring for that child until other arrangements can be made.
8. Drinking water shall be readily available, both in playrooms and on the playground, so that children are free to drink as they wish.
9. Adequate provision shall be made for the storage of cleaning equipment and for the disposal of waste water.

Indoor Requirements

The following are indoor requirements for physical facilities:

1. A minimum of 35 square feet of space shall be provided per child, exclusive of closets, cabinets, and other stationary working areas.
2. All rooms shall be well lighted and maintained at a comfortable temperature.
3. Floors shall have a surface which provides safety, warmth, and cleanliness.
4. Adequate ventilation shall be provided (screens shall be used as necessary).
5. Fireplaces and open-faced heaters shall be adequately screened.

Outdoor Requirements

The following are outdoor requirements for grounds and equipment:

1. A minimum of 75 square feet of space shall be provided per child.
2. Playgrounds shall be convenient to indoor facilities and located so that they afford adequate sunshine and shaded areas, according to climatic conditions and hours of operation.
3. Substantial fencing shall be provided which is of sufficient height for outdoor play areas.
4. Resilient materials such as sod, tanbark, sand, or rubber mats shall be used on all surfaces under and around climbing equipment, swings, slides, and other equipment from which children might fall.
5. Playgrounds shall be properly drained, safe and suitable for the activities planned, and free of hazards such as broken glass or debris.
6. Adequate fencing or covering shall be provided for any fishpond, wading pool, swimming pool, or similar body of water.

7. Construction sites or any equipment, such as an incinerator that might be a hazard on the playgrounds shall be adequately fenced off or enclosed.

Toilet Facilities

An adequate number of toilets and handwashing facilities shall be conveniently located and available for general use by the children. One toilet and handwashing facility should be conveniently located, but separate from general use, for purposes of isolation, staff, and emergency use.

Kitchen Facilities

If the program has a kitchen in which a meal is prepared, the kitchen shall be equipped with (1) stove and sink; (2) hot and cold running water; (3) refrigeration; and (4) storage space and food, dishes, and cooking utensils. The kitchen shall not be used for children's play activities, napping, or as a passageway for the children.

Storage

Adequate storage space shall be provided in the playrooms and in the play yard so that children may select, remove, and replace items either independently or with assistance. Provision shall be made to store personal belongings of the children and staff.

Health and Sanitation

A city or county health inspection clearance shall be obtained annually and kept on file at each nonschool agency site when required by local regulations. Costs which may be incurred can be included in the program budget.

Fire Safety

Fire safety clearance for all facilities is required in accordance with California Administrative Code, Title 19. School districts must have on file, and renew annually, a statement of fire safety clearance from the State Fire Marshal for all facilities which are not owned by the district. All other public and private agencies must have on file, and renew annually, such a statement for all facilities used by children.

A fire alarm system shall be provided, a procedure for the evacuation of buildings shall be posted, and monthly fire drills shall be held.

The fire and health inspections will state a maximum occupancy restriction. The agency shall comply with the occupancy restrictions and shall not have more people in the building than the most restrictive regulation allows.

Tenancy Funds

Funds are allowable for renting or leasing facilities as necessary. When an agency conducts a preschool program in facilities and/or sites which it currently owns, no funds may be allowed for a "use fee" of the facilities. Funds may be allowed, however, for maintenance. The availability of space in elementary schools should be explored before renting or leasing facilities.

Definitions

Certain terms may be unfamiliar to the reader; therefore, a few of the terms have been defined to help the reader better understand the statements presented in this document.

- *State preschool program* – A state preschool program is a part-day educational program authorized by the Legislature for disadvantaged prekindergarten children from low-income families whose parents are usually able to participate in the classroom. The program also provides supportive services, including parent education, health, and nutrition.
- *Applicant agency* – An applicant agency is a school district or public or private agency which applies for program funds. If the application is approved, the applicant agency becomes a contractor with the State Department of Education for the funds and is fiscally responsible for their legal expenditure. Applicant agencies may operate the program or contract with a delegate agency for the operation of the program. Applicant agencies are legally responsible for maintaining records to support all authorized expenditures and for complying with all program requirements.
- *Delegate agency* – A delegate agency is an agency under contract with an applicant agency to operate the preschool program. Such an agency is responsible to the applicant agency for the legal expenditure of funds and for compliance with all program requirements.
- *Parent* – Any person having legal custody of a child.

Appendix A

Income Ceilings for Admission to State Preschool Programs

Number of persons in family	Income	
	Monthly	Yearly
1*	$569	$6,828
2	744	8,928
3	920	11,040
4	1,095	13,140
5	1,271	15,252
6	1,445	17,340
7	1,479	17,748
8	1,512	18,144
9	1,545	18,540
10	1,577	18,924
11	1,577	18,924
12	1,643	19,716

*Children living with nonlegally responsible relatives, emancipated minors, and children living under the care of unrelated persons may be considered one person families.

Appendix B

Application for Enrollment in State Preschool Program (Confidential)

Agency: _____ County: _____

Enrollment date: _____ Termination date: _____

Explanatory note: The California State Preschool Program requires a formal application and eligibility determination process for program participation.

Child's name: _____
(Last) (First) (Middle) (Birth date)

Child's name: _____
(Last) (First) (Middle) (Birth date)

Number of family members: _____ Current public assistance recipient: Yes___ No___
Case No.: _____

Mother's or Guardian's name: _____
(Last) (First) (Middle)

Address: _____
(Street) (City) (State) (Phone number)

Employer: _____

Address: _____
(Street) (City) (State) (Phone number)

Position: _____

Father's or Guardian's name: _____
(Last) (First) (Middle)

Address: _____
(Street) (City) (State) (Phone number)

Employer: _____

Address: _____
(Street) (City) (State) (Phone number)

Position: _____

Name and telephone number of person to contact in case of emergency and the family cannot be reached:

_____ _____
(Name) (Phone number)

Appendix B (Continued)

Income Resources of Family

The total monthly family income should be reported for each item listed below. For seasonal workers, monthly gross income may be computed by averaging total gross income received during the previous 12 months.

	Amount	Source of verification
1. Money, wages, or salary		
2. Net income from nonfarm self-employment		
3. Net income from farm self-employment		
4. Social Security		
5. Dividends, interest (on savings or on bonds), income from estates or trust, net rental income or royalties		
6. Public assistance or welfare payments		
7. Pensions and annuities		
8. Unemployment compensation/disability insurance		
9. Worker's compensation insurance		
10. Alimony		
11. Child support		
12. Veteran's pensions		
Gross monthly income		

Priority Factors		Details
1. Families with lowest income		1.
2. Language (limited or non-English)		2.
3. Handicapped		3.
4. Special family circumstances		4.
5. Health		5.
6. Psychological needs		6.
7. Nutritional needs		7.

I affirm that to the best of my knowledge and belief that the above statements are true. I also understand that I have the right to appeal the denial of my request for services.

(Signature of parent or guardian) (Date) (Relationship to child)

I hereby certify that the above family is eligible for the state preschool program on the basis of income eligibility or current AFDC (circle one) and that I have verified all sources of income reported above.

(Agency) (Signature of agency director) (Date)

Appendix C

Regulations of the Commission for Teacher Preparation and Licensing

The new Title 5 Children's Center Permit Regulations went into effect on January 1, 1979. The revised regulations represent a compromise between (1) the issues of quality and funding costs; (2) raising standards and lowering standards; (3) increasing early childhood/general education requirements and decreasing general education requirements; and (4) requiring a Bachelor of Arts degree and not requiring a Bachelor of Arts degree.

Some of the specific changes in the regulations are as follows:

1. The new regulations include different types of permits:
   a. Instructional permit, which shall be either an Emergency, Regular, or Life
   b. Supervision permit, which shall be Regular or Life. The old permit included the Instructional permit and Supervision permit with Postponement of Requirements options only.
2. The Regular Instructional permit now requires three components:
   a. Twenty-four semester units of early childhood education/child development coursework while the old regulations required 12 semester hours in subject fields related to early childhood education.
   b. An experience requirement which may be met in four different ways, but each requires experience in an instructional capacity.
   c. Sixteen diversified semester units in general education while the general education requirements were not specifically defined under the old regulations.

The Bachelor of Arts degree is no longer a requirement under the Regular Children's Center permit, but the Supervision permit still requires the Bachelor of Arts degree.

For the reader's information, the amendments made to the California Administrative Code, Title 5, Chapter 1, by the Commission for Teacher Preparation and Licensing are presented in their entirety in the following paragraphs of this appendix.

(1) Amend Section 80105 to read:

80105. *Definitions.* As used in this article, each of the following terms has the meaning herein shown:

(a) "Approved institution" means any collegiate institution approved by the Commission.

(b) "Course work" means course work successfully completed in an "approved institution."

(c) "A year of experience" means paid or volunteer services in an instructional capacity in a child development program for not less than two hours per day, for at least 100 days during not more than three school years; only one year of experience may be earned in a school year.

(d) "Child development program" means any type of group child care or early childhood education program for children operated by a person, association, organization or school district legally authorized to conduct such programs. Child development programs include but are not limited to the following:

(1) Children's center and child care programs for preschool and school-age children.

(2) Preschool programs for children under the minimum age for admission to public schools.

(3) Parent-cooperative nursery schools.

(4) Play groups for preschool children.

(5) Infant development programs.

(e) "General education" means college-level course work in subject areas other than early childhood education and/or child development.

NOTE: Authority cited: Section 8370, Education Code.

Reference: Sections 8363 and 8370, Education Code.

(2) Amend Section 80109 to read:

80109. *Types of Permits.* The Commission for Teacher Preparation and Licensing shall issue permits of the following types for service in child development programs:

(a) (1) Supervision Permit
    (2) Instructional Permit

(b) Instructional Permits shall be either:
    (1) Emergency, or
    (2) Regular, or
    (3) Life

(c) Supervision Permits shall be either:
    (1) Regular, or
    (2) Life

(d) No permit is required for service as a nonteaching aide described in Education Code sections 44833 and 44835.

NOTE: Authority cited: Section 8370, Education Code. Reference: Sections 8363 and 8370, Education Code.

(3) Amend Section 80111 to read:

80111. *Regular Children's Center Supervision Permit.*

(a) Each applicant for a Regular Children's Center Supervision Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet all of the following requirements:

(1) A Regular Children's Center Instructional Permit.

(2) Twelve semester units in early childhood education/child development at an advanced level.

(3) Six semester units of course work in administration and supervision of child development programs.

(4) Two years of experience as a teacher in a child development program.

(5) A bachelor's or higher degree granted by an approved institution.

(b) *Term and Renewal.* Issued for five years. May be renewed for five year periods.

(c) *Authorization.* The Supervision Permit authorizes the holder to perform the following services in a child development program.

(1) Supervise a child development program consisting of any number of children's facilities.

(2) Perform services in the care, development, and instruction of children in a child development program.

NOTE: Authority cited: Section 8370, Education Code. Reference: Sections 8363 and 8370, Education Code.

(4) Adopt Section 80111.1 to read:

80111.1 *Life Children's Center Supervision Permit.*

(a) Each applicant for a Life Children's Center Supervision Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet all of the following requirements:

(1) A Regular Children's Center Supervision Permit.

(2) Five years of full-time experience in the last 10 years, earned while possessing or eligible for the permit, at least two years of which have been continuous full-time employment while holding a Regular Supervision Permit.

(b) *Term and Renewal.* Issued for the life of the holder unless revoked or suspended.

(c) *Authorization.* A life supervision permit authorizes the services specified in 80111(c).

NOTE: Authority cited: Section 8370, Education Code. Reference: Sections 8363 and 8370, Education Code.

(5) Amend Section 80112 to read:

80112. *Emergency Children's Center Instructional Permit.* An Emergency Children's Center Instructional Permit may be issued or reissued to an applicant for a term of two years upon a written request submitted by the employer or prospective employer of the applicant, if the application includes a statement that a diligent effort has been made to recruit a qualified holder of a regular credential or permit authorizing such service, and that no such person is available. Such application shall show that the applicant proposed to be employed on an emergency basis meets all of the following requirements:

(a) A minimum of 12 semester units of course work in early childhood education/child development (exclusive of field work).

(b) One of the following:

(1) One year of experience in an instructional capacity in a child development program.

(2) A supervised field work course from an accredited institution.

(3) Enrollment in an early childhood education/child development training program at an approved institution.

(c) *Authorization.* An Emergency Instructional Permit authorizes the holder to perform service in the care, development, and instruction of children in a child development program.

NOTE: Authority cited: Section 8370, Education Code. Reference: Sections 8363 and 8370, Education Code.

(6) Amend Section 80114 to read:

80114. *Regular Children's Center Instructional Permit.*

(a) Each applicant for a Regular Children's Center Instructional Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet all of the following requirements:

(1) Twenty-four semester units of course work in early childhood education/child development (exclusive of field work).

(2) One of the following:

(A) Two years of experience in an instructional capacity as a paid aide or assistant in a child development program; or

(B) A certificate from a Commission-approved field-based assessment system; or

(C) Three years experience as a volunteer in an instructional capacity in a child development program; or

(D) A supervised field work course from an accredited institution plus one year of experience in an instructional capacity in a child development program.

(3) Sixteen diversified semester units in general education (i.e., at least one course in each of the following areas: Humanities, Social Sciences, Math and Science, and English).

(b) *Term and Renewal.* Issued for five years. Renewable for successive five year periods (with no additional requirement).

(c) *Authorization.* An Instructional Permit authorizes the holder to perform service in the care, development, and instruction of children in a child development program.

NOTE: Authority cited: Section 8370, Education Code. Reference: Sections 8363 and 8370, Education Code.

(7) Adopt Section 80114.1 to read:

80114.1. *Life Children's Center Instructional Permit.*

(a) Each applicant for a Life Children's Center Instructional Permit shall comply with the procedures for application in Section 80107 and shall meet all of the following requirements:

(1) A REGULAR Instructional Permit,

(2) A bachelor's or higher degree granted by an approved institution; and,

(3) Five years of full-time experience in the last ten years, earned while possessing or eligible for the permit, at least two years of which have been continuous full-time employment while holding a REGULAR permit.

(b) *Term and Renewal.* Issued for the life of the holder unless revoked or suspended.

(c) *Authorization.* The Life Instructional Permit authorizes the service specified in Section 80114(b).

NOTE: Authority cited: Section 8370, Education Code. Reference: Sections 8363 and 8370, Education Code.

The Commission for Teacher preparation and Licensing has determined that, pursuant to Section 2231 of the Revenue and Taxation Code, no increased costs or new costs to local government will result from these orders.

California State Department of Education
State Preschool Program
721 Capitol Mall
Sacramento, CA 95814

Agency: _____

Teacher: _____

Month: _____

Appendix D
State Preschool Attendance

1. Total days classes met during the month . . . . . _____

2. Gross enrollment: Beginning enrollment plus new enrollment of the month . . . . . _____

3. Maximum number child days (1 x 2) . . . . . _____
   *Must equal number 8 below.

Name of pupil	Days of the week																													4. Days of actual attendance	5. Absent excused	6. Absent unexcused	7. Days not enrolled	8. * Total

California State Department of Education
Accounting Office
State Preschool Program
721 Capitol Mall
Sacramento, CA 95814

Preschool program No.: _____

Month: _____ Year: _____

Agency: _____

Address: _____

City: _____ ZIP: _____

Contact person: _____

Telephone: ( ) _____

Appendix E

Monthly Report of State Preschool

Child Attendance Data

1. Total days classes met during the month . . . . . _____
2. Gross enrollment: Beginning enrollment plus new enrollment of the month . . . . . _____
3. Maximum number child days (1x2) . . . . . * _____
4. Number of days actual child attendance (Total of Column 4) . . . . . _____
5. Number days excused (Total of Column 5) . . . . . _____
6. Number days unexcused absence (Total of Column 6) . . . . . _____
7. Number days not enrolled (Total of Column 7) . . . . . _____
8. Maximum number child days proof (4+5+6+7) (Total of Column 8) . . . . . * _____

*(Number 3 must equal number 8)

(4)	(5)	(1)	ADA	(4)	(5)	(6)	(1)	ADE
___ +	___ ÷	___ =	___	___ +	___ +	___ ÷	___ =	___

Objects of Expenditure	Current month	Cumulative
1000 Certificated salaries	$_____	$_____
2000 Classified salaries	_____	_____
3000 Employee benefits	_____	_____
4000 Books, supplies, and equipment replacement	_____	_____
5000 Contracted services and other operating expenses, excluding rent	_____	_____
5000 Rental costs	_____	_____
6400 Instructional equipment (program related)	_____	_____
Total costs	$_____	$_____

Certification by Reporting Educational Agency

I hereby certify that the foregoing report is true and correct to the best of my knowledge and belief and that there has been compliance with all state requirements that pertain to the Office of Child Development.

(Signed) _____

Certification by Superintendent of Schools or by Executive Officer

I have examined this report. All information submitted herein that is verifiable from records on file in the Office of the Superintendent of Schools or of the Executive Officer is consistent with such records, and all information herein that is not verifiable is, to the best of my knowledge, correct and complete.

(Signed) _____

Superintendent of Schools or Executive Officer

Form 80-1

Appendix F

Request for Cash Advance on Approved Project

FOR STATE USE ONLY
Approved in amount requested or as corrected

_____
Fiscal Office Representative

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Accounting Office
State Preschool Program
721 Capitol Mall
Sacramento, California 95814

PRESCHOOL EDUCATIONAL PROGRAMS

Fiscal year for which approved: _____

Request for: _____, 19____
(Month or other approved periods)

Project number	Total project authorization	Cash advance requested	FOR STATE USE ONLY Amount approved if different from amount requested
_____	$_____	$_____ (Round to nearest dollar.)	$_____

REMARKS:

CERTIFICATION

I certify that the cash advance requested is needed to liquidate obligations incurred in the project identified above and that any cash balance, after liquidation of obligations, will be promptly returned as the project is completed.

_____ Signature of authorized official

_____ Title

_____ Date signed

_____ Legal name of district or organization

_____ Street address

_____ City State ZIP Code

Requests may be submitted in accordance with cash advance policy as stated in project approval letters. Any deviations from policy stated should be explained in "Remarks" section.

Allow 30 days between date of request and date cash must be disbursed to liquidate obligations.

Submit this cash advance request to:

State Department of Education
Attention: State Preschool Programs
Accounting Office
721 Capitol Mall
Sacramento, CA 95814

79-253 DE11930 7-80 500

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